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The development of pupil personnel services (PPS) has become one of the significant ways for schools to meet the challenges of meeting the needs of each individual child, and providing leadership and assistance in the adjustments necessary to live in a changing environment. Services provided by PPS include working with: (1) all school personnel, (2) parents, (3) pupils, and (4) community agents. The organization and administration of PPS is presented, including staffing, program priorities, relationship to the community, and internal functioning of these services. The preparation of the PPS administrator and his staff is discussed. The final section on challenges and research includes suggestions of questions to be answered in the following areas of concern: (1) child study, (2) changing times, (3) prevention approaches, (4) social problems, and (5) paraprofessional use. The 14 points relevant to future direction and emphasis in PPS developed by the Interprofessional Research Commission on Pupil Personnel Services are given. (Author/KJ)

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PUPIL PERSONNEL SERVICES

A POSITION STATEMENT

CG 004294

National Association of Pupil Personnel Administrators
April, 1969

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OF
PUPIL PERSONNEL ADMINISTRATORS
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PUPIL PERSONNEL SERVICES
A POSITION STATEMENT

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April, 1969

PUPIL PERSONNEL SERVICES: A POSITION STATEMENT

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FOREWORD

At its first National Convention in Chicago during November, 1966, the National Association of Pupil Personnel Administrators recognized the need for a policy statement which would serve as a focus of direction for professional leadership by the Association and also serve as an operational guide for school administrators in program operation and for university faculties in the preparation of professional personnel for elementary and secondary schools.

To meet this need, this bulletin has been prepared. It is designed to serve the following important purposes.

1. To set forth a working philosophy which will provide the framework within which pupil personnel services can function and contribute as an integral part of the total educative process.
2. To promote an awareness and understanding of the range, scope and concept of pupil personnel services in education.
3. To suggest guiding principles which will contribute to effective use of present programs of pupil personnel services, and will assist school systems in planning, organizing, and administering new programs of services.
4. To define and promote the role and function of the pupil personnel administrator as a leader and coordinator of a program of services, and as a member of the policy making team of the school system, under the leadership of the chief school administrator.
5. To recommend standards in the training of competent pupil personnel administrators who will develop and implement local programs.
6. To set forth principles and guidelines to be applied in the training of pupil personnel staff members of differing disciplines, which will stress those objectives and techniques which are common to all.
7. To focus attention upon problems and to encourage research in the areas of pupil personnel services administration in order to provide information for the improvement of such services.

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I

PUPIL PERSONNEL SERVICES: AN EDUCATIONAL PERSPECTIVE

Critical analyses of problems facing America today have led to a focus upon education as an important instrument of public policy. There is a hope and an expectation that education will be one of the major resources in the solution of these problems. There is also a realization that a critical task of education is the optimal development of each child as a healthy individual who has purpose and self-respect, and whose life is rewarding to himself and to society.

The challenge to education today is a result of complex forces. These forces include economic, technological and social changes which have a significant impact on environment in which we live. They affect human independance and interdependence, vocational opportunities and satisfaction, the range of available choices, the types of decisions to be made by the individual, and the need to adapt to rapid change. Each of these factors has an impact on the curriculum of the school and on the kinds of educational experiences and services which a child requires. They have increased the need for the pupil personnel concept of individualized services which facilitate pupil learning through an interdisciplinary approach.

Particularly urgent is the necessity to cope with the conditions related to and emanating from the urban and minority group crises with which America is confronted. Although the responsibility for the elimination of these conditions extends far beyond the realm of the schools, it is imperative that education fulfill its key role in the goal of enabling every American to live in a way that is not restricted by handicaps associated with economic or cultural deprivation and prejudice. The search for ways to remove or overcome these handicaps is presenting a crucial test of the capacity of education.

Legislation has accelerate . the efforts of educators to provide suitable education for children whose environmental handicaps and learning disabilities have received inadequate attention. The concurrent acceleration of a movement toward comprehensive programs of pupil personnel services has been a contributor to this attention to the educationally disadvantaged and also an important instrument through which the schools move toward new emphases in their educational programs to assure that each child has maximum opportunity for growth.

Some of the additional developments in education which are particularly relevant to pupil personnel services are suggested in the following paragraphs.

There is increased recognition that our educational objectives can be achieved only when they are pursued with an understanding of the pupil as a unique personality and a realization that intellectual development and vocational preparation cannot be isolated from the individual's personal abilities, motivation and goals or his need to understand himself, to cope with his problems, and to maintain self-respect.

There is a recognition also that it is essential for the school to maintain a close relationship to the child's family and to the community. Effective communication and mutual understanding between the school and the home constitute an indispensible element in education. Moreover, the school is but one of many community agencies which are contributing to the child's educational and personal development. A coordinated approach to education and to social progress is essential.

A quite different set of forces is also related to emerging concepts of American education and pupil personnel services. These are forces resulting from an increase in professional knowledge. From many fields – psychology, anthropology, biology, medicine – have come the results of research which helps educators to know how a child learns, to understand the relationship of learning to the characteristics of the individual personality, and to take into account the socio-economic forces which affect his life.

Research has brought about changes in concepts and approaches with an emphasis on several important principles: individual children learn differently; there are differences in the learning behavior within each individual; these differences are related to his stage of development and to the type of thing to be learned; they are related also to his abilities and to the complex of factors which influence his goals and his motivations.

Concern with individual differences among pupils requires that educators recognize the values of diversity and minimize the pressures toward a uniformity that destroys individual development. Only in this way can the potential of students be realized and only through individual development can society progress. Although the school is an agent of social change, it is equally a preserver of society. Desirable social change emerges when the members of a society have a background of knowledge and an ability to think critically and creatively, using knowledge and understanding to make thought productive. A society is preserved when its members are able to understand its values and to develop individual values which are consonant with the best purposes of that society. The schools are a major social agency through which these purposes can be achieved.

The recognition of the need to focus on the individual and the potential ability to achieve such a focus have given to education a renewed hope that it can find ways to meet society's expectation that schools will have a more effective and pervasive influence on the welfare of the individual and the progress of society. Thus, education is challenged by the

necessity to

(1) discover the individual needs of each child; attempt to adapt the educational program and methodology to meet those needs; and to recognize the essential identity of the needs of the individual to the needs of our society;

(2) provide for children who require special programs and services because of handicaps related to a wide variety of factors – physical, mental, emotional, social or economic;

(3) establish the variety of educational programs and services required to enable all children to benefit more fully from the instructional program and from the total school experience, and to maximize the probability that they will lead a productive and satisfying life;

(4) provide leadership and assistance in the adjustments necessary to live in a changing social, economic and educational environment; foster understanding of the community and its importance; share in promoting reforms of the laws, institutions and social structures which affect the child.

The development of pupil personnel services has become one of the significant ways in which the schools of America can meet these challenges, for it is to facilitate the goals of education that pupil personnel services are provided in the schools. The purposes of pupil personnel services are the same as the purposes of the total school program. The procedures used differ in many respects from the structured procedures of the classroom, but they are an integral part of the total educational program.

Along with teachers and other educational personnel, the pupil personnel staff has a deep concern with the school's efforts to

(1) create an effective climate for learning;

(2) integrate and utilize all available information on each child pertinent to the educational process;

(3) provide educational experiences appropriate to the unique characteristics of the individual pupil;

(4) help children develop appropriate aspirations and a positive self-concept;

(5) protect each child's individuality, his right of self-determination and his right to be respected;

(6) help each child achieve and to facilitate his optimal development.

Thus, pupil personnel services have a philosophical base which is rooted deeply in the objectives of education. Collectively they exist not as an isolated entity, but as one of several essential ingredients required in an educational program.

II

PURPOSES AND SCOPE OF PUPIL PERSONNEL SERVICES

Pupil personnel services are for all children in the school. The pupil personnel staff is concerned with those children who are experiencing the normal problems of normal development and with those whose problems require a more intensive and specialized type of help. They are concerned with the developmental, the preventive and the remedial. The pupil personnel staff has a significant role in creating a climate which has a positive influence on the child's development and which minimizes the likelihood of serious problems. The staff has a significant role also in identifying potential problems so that they can receive early attention. When children do have problems which require a specialized, individualized service not generally provided within the classroom setting, the staff is a major resource to all school personnel and to others who are concerned with the child and his difficulties.

SERVICES TO THE SCHOOL AND THE COMMUNITY

The teacher. Through their training, members of the pupil personnel staff are able to give an additional dimension to the consideration of the many facets of individual development and educational growth. The classroom teacher can look to this team for helpful information relevant to the child's development and his individual needs which may not be readily apparent in the classroom. Bringing together information obtained from a variety of sources, they work together in the integration of such information, relating it to curriculum planning and to the individual child's classroom needs as well as to other efforts to help the child. These steps are important in the teacher's efforts to provide effectively for all children; when children present problems of adjustment or learning, plans can be developed for remedial action.

The administrator. The school administrator finds in the pupil personnel team persons whose experiences in studying pupils and helping them cope with their problems place them in a key position to contribute to the educational placement and grouping of children, to the articulation of the various levels of public education, to planning curriculum changes, and to administrative steps which may help create a more favorable climate for learning.

The parents. Through the pupil personnel staff's work with parents, there is a mutual school-home sharing of information and planning which can focus upon steps needed for the child's positive development. Increased understanding of the child and his problems in relation to the home and to

the school constitute a significant aspect of a sound school program for service to children.

Community agencies. Many children have problems which require the participating help of non-school agencies. The pupil personnel staff helps to coordinate the efforts of the home, the school and the community in the interests of the child. The team also has an important responsibility in encouraging new or expanded services in the community for pupils and their families – services which are essential for the realization of the common goals of the school and the community.

The pupils. A major pupil personnel activity is direct, personalized contact with pupils. Although many of these contacts are on an individual basis, some may be of a small group nature but still highly individualized in focus. They include providing health, educational, occupational, or other information particularly relevant to the plans and decisions which a pupil needs to make. There is emphasis upon helping each pupil interpret or relate this information to his goals and to pertinent information about himself. There is emphasis upon effecting a peer group climate and a structure that will help in defining and implementing appropriate limits and mores which are their own.

Pupil contacts also include depth studies of the pupil. The purposes of such studies may be to help the pupil gain information about himself or to obtain information that will be helpful to the staff in planning the pupil's educational experiences.

Other pupil contacts include counseling to help him cope with his problems, develop a positive self-concept, formulate personal goals and implement plans to achieve these goals.

Another dimension of pupil personnel services is the remedial – helping the pupil overcome particular handicaps which require an approach which is not primarily content focused, but rather is focused on areas which are interfering with his educational progress or his personal development. This service may be provided through a direct contact with the pupil or through cooperative efforts with other significant figures in his environment.

Evaluation and research. The pupil personnel staff has an important responsibility for evaluation and research. Activities in this category include appraisal of individual pupils; studies of pupil characteristics and needs; evaluation of the extent and success of the school's program to meet these needs; consultation with school staff on research projects designed to discover better ways of understanding pupils plus translating this understanding into appropriate school activities. There is recognition that the data frequently have application to many aspects of the school program, and only by correlated efforts can the results of research have their full impact upon children.

PUPIL PERSONNEL SERVICES: THE TEAM APPROACH

Total staff involvement. Pupil personnel work is frequently described as a "team approach." This term emphasizes that effective services require a cooperative approach by an educational team which includes the various pupil personnel workers, teachers, and other members of the school staff. Pupil personnel activities are not limited to the work of pupil personnel specialists and at times there may be no sharp demarcation between teaching and pupil personnel work. Teachers and administrators perform many activities in common with the pupil personnel specialist. They too are concerned with understanding the child and helping the child to understand himself. They too try to help him relate to others, to overcome his disabilities or to cope with his problems.

Thus teachers and administrators are in a sense pupil personnel generalists; they use the pupil personnel approach and engage in certain pupil personnel activities as part of other educational assignments.

The pupil personnel staff. The pupil personnel staff is composed of specialists whose training and job responsibilities enable them to concentrate upon this particular element of the school's educational program. Professional staff members usually classified as pupil personnel staff include school social workers, psychologists, counselors, attendance workers, consulting psychiatrists, speech and hearing clinicians, and school health personnel.

Others who may be assigned primarily to activities appropriately designated as "pupil personnel" include resource specialists for the handicapped, child development and school adjustment specialists, crisis teachers, work-study coordinators, etc. Education for pre-school age children and innovative programs for the disadvantaged or for other pupils who require special attention have contributed to the establishment of several new types of positions in our schools, some of which come within the pupil personnel framework. Such programs also are contributing to changing emphasis in the activities of the pupil personnel staff. The trend is influenced further by improved identification of pupil needs and new techniques for meeting these needs.

As the role of existing professionals in education change and as new roles are created, it becomes increasingly important that pupil personnel specialists be identified or defined by a description of the focus of their activities rather than by a listing of personnel titles.

The purpose of the following paragraphs is to provide guidelines for defining those whose work emphasis is such that they should be administratively classified as members of the pupil personnel staff. Such classification may be desirable for a number of reasons – to bring together in the administrative and supervisory organization those whose work has great commonality, to clarify roles and responsibilities, to facilitate meaningful professional identification. The key elements in the work of the pupil

personnel team are:

(1) service to the school staff to facilitate focus on individualization in education, thus maximizing the probability that the total efforts of the school will be effective in promoting the development of each child's potential;

(2) service to parents and others in the community to help them in fulfilling their responsibilities for the child's development through activities that are related to the child's educational progress;

(3) service to each child to help meet those individual needs which are appropriately met in the school setting but which require services which are not focused upon regular curriculum content.

The determination of whether a staff member, should be listed under the pupil personnel category should be answered by looking at the major emphasis of his work.

The remedial "teacher" or the resource specialist for the handicapped is engaged in pupil personnel activities when he works with the child to study his disabilities and help him overcome these disabilities so that he may profit more fully from the school's instructional program. Likewise, he is a pupil personnel worker when his major objectives are to help the child understand and control himself, to believe in himself, or learn how to relate more adequately to others. Although the "teacher" may be using instructional materials in this work, his focus and primary objectives are within the pupil personnel framework. However, if the attendance worker's function if confined within the narrow concept of an enforcer of the attendance laws, he is performing an administrative rather than the pupil personnel function. If instruction in a class for the handicapped is focused on subject matter content, then the class activities are part of the instructional program of the school. If the remedial teacher is concerned with teaching skills and content which the child failed to acquire during previous instruction, this is appropriately classified as an instructional activity.

Relation to special education. Attempts to differentiate between special education and pupil personnel services have been a source of professional confusion. Pupil personnel specialists provide pupil personnel services to exceptional children in the special education program and also to other children in the general education program of the school. The special education program, just as the general education program, includes both a pupil personnel and a teaching or instructional focus upon the particular needs of children. Thus it is inappropriate to try to classify either general education or special education as included or excluded from pupil personnel services. All persons engaged in activities planned to meet the unique needs of exceptional children are working within the special

education program just as they work within the general education program when they deal with the other children in the school. In each school some staff members are concentrating on instructional activities; others are performing primarily pupil personnel functions.

Of more immediate concern to the school administrator is the question of organizational relationship between pupil personnel and special education. The desirability of a close relationship is clear, since the educational placement of children and the identification of their needs (including evaluation of handicaps or special talents) is a task in which the pupil personnel staff is deeply involved. The exceptional child and his parents often require more intensive pupil personnel services than is the case with other students in the school. Pupil personnel services are key elements also in helping to implement special education instruction and in the possible later transition of many handicapped children back to the regular school program. Extensive contacts with children and with teachers are essential.

Emerging trends in special education suggest that to an increasing extent the teacher of exceptional children will emphasize prescriptive education with a pupil personnel focus. These factors give emphasis to the necessity for administrative organization which assures close coordination between pupil personnel and all aspects of the school program for exceptional children, as well as close relationships (1) between pupil personnel and the total instructional program, and (2) between special education instruction and the instructional program for all other children in the school.

Relation to Compensatory Education. Compensatory education is another aspect of the school program to which the pupil personnel staff must be intimately related. As with handicapped children, the children in the inner city ghetto, migratory youth and other disadvantaged children require special approaches designed to enable them to develop their potential.

Pupil personnel services are an important ingredient of compensatory education and the pupil personnel staff can make substantial contributions to (1) planning for instruction which is focused on preventive efforts as well as remedial programs; (2) facilitating prescriptive education which individualizes instruction to meet the unique needs of these children; (3) providing direct pupil personnel services for which these children have a pressing need; (4) maintaining contacts with other community agencies which can provide the additional necessary services that the children and their families require.

The attack on urban problems involves the efforts of many different units of our society. Thus, another major activity of pupil personnel is the additional emphasis which the staff must give to relating the approaches of the school to the activities of others who are also a part of this common attack on urban problems.

The necessity for deep pupil personnel involvement in compensatory education poses an additional challenge in administrative organization. The superintendent of schools must plan his organizational structure to that the contributions of pupil personnel services to compensatory education can be achieved, but pupil personnel services should not be identified as synonymous with special programs for the disadvantaged nor should the staff responsibilities in the area be at the expense of the balanced program serving all children.

Summary

Pupil personnel services are a group of related activities designed to facilitate the achievement of the purposes of the school through services focused upon individualized attention to the particular needs of the child. They should be available to all pupils and should constitute a significant resource for parents, teachers, and administrators as well as for pupils.

Certain members of the school staff are in positions with well established tasks which are clearly within the pupil personnel framework. The activities or the focus of some other positions are not so well defined or established; criteria have been suggested to help answer the question of whether their work should be classified as primarily a pupil personnel service.

Administrators and teachers contribute to the pupil personnel program; the pupil personnel staff contributes to the instructional or administrative functions of the school. All members of the school staff should have a meaningful involvement in both the instructional and the pupil personnel program. Attempts at definition sometimes lead to arbitrary and non-functional dichotomies. However, there are times when the need for communication, role definition, administrative organization, professional identity or training require that the terms "pupil personnel services" and "pupil personnel staff" have a sufficiently clear meaning to avoid sematic confusion. This discussion is an attempt to provide clarification.

III

ORGANIZATION AND ADMINISTRATION OF EFFECTIVE SERVICES

The system-wide direction of pupil personnel services facilitates the orderly development of a balanced program of services. The efforts of various disciplines are coordinated more effectively. This unified approach also minimizes duplication, overlapping of services and conflicting plans of action which result in misunderstanding and confusion on the part of students and parents and which impede their decision making and follow through action.

THE PUPIL PERSONNEL ADMINISTRATOR

A professionally qualified person should be appointed as the pupil personnel administrator with district-wide responsibilities for pupil personnel services. This should become a full time position as soon as possible and certainly by the time the student population reaches 3,000, or when the number of pupil personnel staff exceeds 15 or 20 in number.

In school districts which are of sufficient size to justify the establishment of decentralized administrative units within the district, there should be an assistant administrator of pupil personnel services attached to each such unit. This is necessary to promote communication and coordination between the central office and the local school services, as well as to facilitate at the local level the team approach and effective services to individual pupils.

The pupil personnel administrator is responsible to the chief school administrator for the development, direction, coordination and evaluation of all activities which are included in the program. He has responsibility for the general supervision and evaluation of the pupil personnel staff. He makes recommendations to the superintendent concerning desirable policies, the further development of pupil personnel services and the implications of pupil personnel experiences for other aspects of the school program. He is a member of the major policy making group in the school administration.

The pupil personnel administrator must maintain a close working relationship with the other district-wide administrators. The concept of pupil personnel services which is presented in this bulletin, places major emphasis on the inter-dependence of pupil personnel services, instruction, and administration. The instructional program is a key factor in the success of pupil personnel services. The pupil personnel program is a key factor in the success of the instructional program. The needs and activities of each have significant implications for the other.

It is the responsibility of the superintendent of schools to establish an

administrative framework which promotes these relationships, assuring mutual understanding of responsibilities, easy lines of communication, and administrative procedures which facilitate joint efforts toward the effectiveness of instruction and pupil personnel services.

In the development of pupil personnel services, one question which often arises concerns the line and staff relationships of the pupil personnel administrator. Actually, he may have both types of relationships with other administrators in the system and with pupil personnel staff members. While the school principal has administrative responsibility for the program and services in his building, the pupil personnel administrator has a supervisory responsibility for the professional activities and development of the pupil personnel staff. Together they have the responsibility for implementing school district policy.

Mutual understanding and respect is essential. Hopefully, the school building administrator will welcome the advice and assistance of the district level administrator in the development of programs and services. While encouragement should be given to program adaptations in terms of building needs, in many areas of pupil personnel services there should be program comparability in all buildings of a district and program continuity from one school level to another.

In the implementation of district policies the pupil personnel administrator should use the approach of providing staff assistance instead of line authority. However, he should be delegated such authority as may be necessary in order for him to accomplish program purposes.

ESTABLISHING THE PUPIL PERSONNEL STAFF

The superintendent of schools and the pupil personnel administrator are confronted with several major problems in their attempt to provide an adequate staff for the pupil personnel team: (a) determining the number of staff required; (b) the cost; (c) priorities for new or understaffed programs; (d) shortages of professional personnel.

The determination of the number of staff required in any of the pupil personnel services should be based upon a study of the needs of pupils and of staff for such services. These needs can be identified in part through teacher observations, staff conferences, program evaluation, analysis of pupil records, follow-up data and community resources. Needs are affected by the nature of the instructional program and the extent to which teaching is adapted in a meaningful way to the individual pupil. The socio-economic characteristics of the community also have implications for pupil personnel needs.

The full extent of these needs become even more apparent through the functioning of the pupil personnel staff. Thus, although it can be stated that pupils generally will need educational and vocational counseling, it is

only when the counseling services are made available that the extent of the need becomes fully apparent. It can also be generally stated that children will have speech problems, but it is only when the speech clinician surveys the pupils in a school that there can be adequate information of the extent of speech handicaps and the amount of services necessary to provide sufficient remedial attention. Likewise, the existence of services that are really helpful contributes to increased teacher sensitivity to pupil needs and results in increased demand for services.

How large a staff? This is a difficult and complex question to answer. As with pupil-teacher ratios, recommended ratios for pupil personnel services specialists are based upon the judgements of experienced people in the field. Various professional organizations (such as those representing school counselors, school social workers, school psychologists, school nurses, speech and hearing therapists) have made recommendations which are useful guidelines.

Since this is a period of rapid change, with differing patterns of education and organization emerging, it does not seem wise to specify ratios discipline by discipline in this bulletin. A further reason for not specifying ratios by discipline is that roles and functions of the individual disciplines are in a condition of change, with considerable overlapping occurring. Also, some situations may require different strategies than others as to the utilization and deployment of personnel.

It is possible, however, to provide an estimate of overall need for pupil personnel specialists. It should not be forgotten that it is poor policy to use a skilled person in activities outside the scope of his professional competence. Adequacy in one area of service does not compensate for deficits in another. A balanced staff providing each necessary service is a prime consideration.

Our best judgement is that, taking into account the variety of specialized services which are necessary, a ratio of one pupil personnel specialist to every 125 or 135 pupils is needed. For example, in a typical school district of 10,000 pupils, there ought to be approximately 70-80 pupil personnel service specialists and supervisors. As stated above, there will be variations from situation to situation in the numbers of any one of the pupil personnel specialties. Typically most of them will be staff members performing the more traditional pupil personnel services listed in Chapter II, while the balance may include resource specialists for the handicapped and other emerging pupil personnel services. Future developments may well alter these ratios as well as change the estimate of the total number needed.

The specifics within this overall recommendation will need to be adjusted to the situation. The utilization and deployment of staff at any given time will be influenced by the nature of the school instructional activities and by the availability of referral resources as well as by the characteristics

of the pupil population. The socio-economic nature of the community obviously will be another important factor in determining the kinds and use of staff personnel as well as the number required.

In some cases, a ratio of even one to one hundred may be insufficient. This will be particularly true in schools with a large number of educationally deprived pupils or where the program for handicapped children emphasizes maintaining such children in "regular" classes with "normal" children to a maximum extent with the supportive help of a pupil personnel staff skilled in this field. This policy is increasing in favor. It necessitates greater use of consultants and resource specialists who function in a pupil personnel capacity in their work with these children, their teachers and their families.[1]

The extent to which the professional staff is assisted by aides, clerical personnel and computers also influences staff requirements. The use of aides is proving its worth, not only in helping to extend further the services of professional personnel but also in finding new effective ways of working with pupils and their families. There is increasing evidence that paraprofessionals, especially those who come from the cultural environment of the pupils, can significantly increase the effectiveness of pupil personnel services. Aides can do more than relieve the professional staff of routine tasks. They can enrich the total program.

There are many clerical tasks related to pupil personnel services. The staffing pattern must include provisions to assure that this assistance is readily available when needed.

Rapid progress is being made in the use of computers and data processing techniques which made pupil data and other necessary information more readily available. Experimentation is being made in the use of computers to facilitate research, pupil evaluation and placement, training in decision making, and other aspects of pupil personnel services as well as instruction. This can be an increasingly important factor in "staffing" the pupil personnel services.

The Cost. The cost of providing a pupil personnel staff member for each 125-135 pupils is often a threatening figure. There is no easy answer. Availability of funds is a factor of values and recognition of need. Establishment of need and commitment to meet the need are necessary steps in initial program financing. A modest start of a quality service is one of the best ways of securing support for expanded services if such expansion is indicated. It is a false economy that prevents expenditures for services that are essential for the achievement of the goals to which the total school budget is devoted.

1. Concomitantly there may be a decrease in the number of full-time special education classes. (Personnel assigned to teach such classes are considered as instructional rather than pupil personnel staff in this discussion.) Thus although there may be an increase in the number of pupil personnel workers assigned to the handicapped, there may be no major increase in the total number of professional staff in the program for the handicapped.

Program priorities. The superintendent is often confronted with the problem of determining which services to institute or expand within the restrictions of limited supply of available personnel. Decisions should be based upon most apparent needs as seen by the staff. There is no one best place to start. It becomes evident that an adequate staff for each service is necessary for effective functioning, and there emerges a gradual development of services built on experience. This is more realistic and more effective than the sudden emergence of a full scale program.

When the number of staff is inadequate, decisions must be made as to the children to be served. The alternatives are, complete and adequate services in one school and no service in another; service focused on remediation with major attention to those whose needs are most apparent; service focused on prevention, with relatively little attention devoted to those whose problems are such that the prognosis is poor or the time involved would be disproportionate; emphasis on activities that can be carried out in group work rather than individual work; emphasis on working with children versus working with teachers. There is no single right answer. The decisions must be made on the basis of careful consideration of the effects of the various alternatives and the consequences of neglecting necessary services.

At the same time special efforts may be required to assure that the pressures of service to certain children (e.g. those who are disadvantaged, gifted, handicapped, college bound, etc.) do not preempt a disproportionate share of pupil personnel time at the expense of all the other children in the school.

Staff supply. The heavy demand for skill at all professional levels is felt in a particularly severe way in the pupil personnel fields. Programs of preparation are being expanded and funds to support training of staff are available from several state and federal sources. It appears, however, that it will be necessary for many school administrators to identify teachers and other individuals in the community who have the potential for pupil personnel work, and to encourage such people to acquire the necessary training by providing financial assistance and in-service training programs.

This search in the community should identify those with the potential to achieve the professional level and also those who, as paraprofessionals, can contribute to pupil personnel services. Funds spent in identifying and training such persons will pay important dividends.

RELATIONSHIP TO THE TOTAL SCHOOL PROGRAM

School Administration. An effective relationship between the pupil personnel services and the total school program is dependent upon an understanding by the school administrators of the pupil personnel services

concept and purposes. This framework serves as a basis for development among the district staff of an understanding of the functions and contributions of pupil personnel services as an integral part of the educational program.

Orientation. Rapid changes in staff and changing emphasis in program necessitate a planned and continuing orientation with teachers and administrators. This program should focus on the mutual contributions of all members of the school staff to both the instruction and the pupil personnel services in the school.

A coordinated effort. It is necessary to establish within the administrative organization a framework which assures effective communication and coordination among the three major units of the school administration, curriculum instruction, and pupil personnel. An interrelationship should exist among all staff members to promote an interdisciplinary approach. Administration and teaching staff cannot rely on pupil personnel services as the sole instrument to correct the problems of pupils, nor should pupil personnel services take this responsibility upon themselves.

The school curriculum is the core of the success of the school, but healthy students and healthy attitudes of staff toward students are also a necessary basis for effective learning. Pupil personnel services cannot be effective when necessary changes in curriculum are ignored or when attitudes of staff and the general health and well-being of individual students are ignored.

Provision should be made to assure that pupil personnel staff are able to maintain close contact with the teachers of the pupils with whom they are working. Case conferences and individual consultations should be ongoing activities and time must be provided to make them possible. Conferences between teachers and pupil personnel staff should precede the preparation of pupil personnel reports on individual pupils.

Referrals. The procedures by which pupils make self-initiated contacts with the pupil personnel staff and by which referrals are made by teachers or administrators should be fully understood by all. Procedures for referral of pupils among the members of the pupil personnel staff and to the community services also need to be established. All of these procedures should be designed to assure coordination and communication among the staff involved. Referral conferences are an important method of facilitating coordination as well as service. The building administrator should be aware of referrals which may be significant to his role as chief officer of the school.

RELATIONSHIP TO COMMUNTIY

Pupil Personnel Services: Part of Community. Pupil personnel services, to

be successful, cannot restrict activities to the school district. There are many agencies in the community which provide services to the student and his parents. The schools and particularly pupil personnel services are one of these agencies and should work in partnership with other agencies serving the community. Among these other agencies are counseling and mental health agencies; health, welfare and employment agencies; business and industry; religious agencies; youth and recreational agencies; colleges; police, probation, and other local government officials; medical clinics; and parent groups.

Cooperation and coordination. Uncoordinated efforts on the part of any one community agency will produce fewer effective results, and may not only duplicate services but may result in conflicting goals and approaches and a dissipation of efforts.

A close working relationship, with good communication among agencies and their staff members will produce understanding, a better perspective and more effective services.

Decisions must be made continually by each agency as to the agency which can most effectively provide specific services and what each agency's major emphasis is or should be so as to decrease overlapping and conflicting directions and improve total effectiveness.

The need for cooperation and coordination is highlighted by the increase in the numbers of agencies which focus on the problems of the "inner city" or urban areas and the necessity for educational participation as one of many agencies in a massive attack upon a major social problem.

Unique objectives of each agency. Each agency has its own primary objective and each employee of the agency provides his unique skills according to the primary objective of the agency. The primary objective of the school district is to facilitate student learning. This may not be the primary objective of any other agency serving the community.

The psychologist employed by a company provides different services and fulfills different needs than the psychologist in a mental health clinic and neither provides the services or performs the function of a psychologist employed by a school district. A similar distinction exists for all members of pupil personnel services. Therefore, the board of education should not rely on other agencies in the community to provide school services because their objectives and philosophy and many times the training and experience of their staff differ so profoundly they could not be expected to provide the required services effectively or efficiently.

Mutual support. Cooperation, coordination and mutual support will tend to increase both recognition and funds as well as to increase effectiveness. Business and industry employ students on a full time and part time basis, through a work-study program and through permanent employment. Their experience with the students can provide an excellent evaluation of

the schools effectiveness and help to continually improve and update the instructional program.

The industry which works closely with the schools in developing an effective work-study program develops a pool of talent better prepared to be productive. The school district which works closely with employers, utilizing their experience with the school's product (students), develops a better total educational program as well as a more effective employee and the consequent support from industry for school programs and services.

The school district which actively supports the mental health agency in its request to its board of directors for additional staff or facilities increases the probability that more efficient and effective services will be provided for the community. The mental health agency which supports an administrative request to the board of education for additional social workers and helps clarify the roles of the school social worker as opposed to the agency social worker contributes to its own effectiveness and the progress of the total community.

Initiating Coordination. Coordinated effort on the part of all agencies serving the community does not come about until some agency takes the initiative. In many communities the school, particularly the pupil personnel services staff, will be the logical agency to take this initiative and set up a committee to analyze total community needs and make recommendations as well as provide an on-going forum.

INTERNAL FUNCTIONING OF SERVICES

Professional growth. Due to the rapidly developing professional knowledge, the changing techniques of professional practice and the need for developing procedures for identification of pupil needs, it is imperative to have a planned program of in-service training for professional development of the pupil personnel staff. Provision should be made in the budget for bringing consultants to the staff and permitting the staff to visit other programs and attend professional meetings.

Roles. The various disciplines within pupil personnel services have common as well as unique elements in training and skills. There will also be many variations of skills among workers within the same discipline. The pupil services organizational framework must facilitate an understanding on the part of each worker of his role and his relation to other workers. Role definitions for each service should be sufficiently flexible to allow each worker to do those things he does best, to take into account that each worker will relate better to some pupils than to others, to use his already established relations to individual children and to avoid confusion among pupils and staff as to who does what.

Supervision. Provisions for supervision constitute a significant factor in

the success of the program of pupil personnel services. This is particularly important in the case of personnel who are employed in the educational setting for the first time or who are returning to education after being away from this field for several years. Even experienced staff who have been employed outside the field of education require this supervisory assistance as they become oriented to new approaches and emphasis in their work. Psychiatrists, psychologists, social workers and attendance officers, for example, frequently come from other employment settings. This orientation and on-going supervision should, when possible, be provided by a professional from the same discipline. When this is too expensive for an individual school system, a shared service among cooperating school districts should be arranged.

Such supervision should assist the pupil personnel worker to become increasingly self-responsible as a qualified professional worker and should avoid the establishment of a dependency relation to the supervisor. An experienced staff member should know when he needs consultative assistance concerning a pupil or a problem; increasingly the effective supervisor functions as a consultant and coordinator.

Evaluation. Provisions for continuous evaluation of staff performance and of program effectiveness must be built into the organization pattern of pupil personnel services. Staff should be continually alert to the reactions of administrators and teachers and take into account their preceptions of desirable priorities and program effectiveness. Staff also should engage in planned efforts to develop and/or use effective procedures of evaluation and implement the implications of such evaluation. The search for better evaluative techniques continues, but the need for evaluation is immediate and pressing. There are many procedures which can be used. The suggestions given here are designed to stimulate the development of evaluation procedures adapted to local program needs.

Examples of pertinent questions include

1. Does each member of the pupil personnel services staff
   a) exhibit enthusiasm for his work? Does he feel he is achieving worthwhile goals?
   b) believe that other members of the school staff are cooperative and interested in his work and, from the other viewpoint, do staff members feel that he is cooperative and interested?
   c) strive toward professional growth (e.g. participation in professional meetings; reading and thinking about professional literature; discussing aspects of his work with appropriate professional colleagues)?
   d) evidence through his work an understanding of the goals of the school and the relation of his work to those goals?

e) have a concept of his role which is in harmony with the concept others have about his work?

f) handle suggestions effectively and with understanding, reacting to them in a thoughtful, non-threatened, and productive manner?

g) have a positive attitude toward pupils, parents and his professional colleagues?

h) participate productively in evaluation interviews with his supervisor?

i) establish realistic priorities for his time so that he is able to accomplish the major tasks for which he is responsible?

2. Do other members of the school staff

a) value their contacts with the pupil personnel services staff?

b) take the initiative in establishing such contacts?

c) give evidence of understanding the relation of their work to that of the pupil personnel staff?

d) follow established procedures for referral of children and for other aspects of their relationship to pupil personnel services?

e) identify children who should be referred to pupil personnel services before crises situations arise?

3. Do pupils of the school

a) initiate contacts with the pupil personnel staff whenever such pupil-initiated contacts are appropriate?

b) give evidence that their contacts with staff have had a beneficial effect?

4. Do parents and community agencies

a) initiate contacts with pupil personnel services, and do such contacts deal with items with which the pupil personnel services staff is properly concerned?

b) respond positively when contacted by school personnel?

5. Does the pupil personnel team

a) have evidence of increasing use of pupil personnel services on the part of pupils, teachers, administrators, and parents?

b) spend an appropriate amount of time on developmental and preventive as well as remedial aspects of their work?

c) have objectives stated in writing which avoid vague platitudes, but which express the goals of the program in meaningful terms? Have these been revised within the past five years?

d) make a planned effort to assess the extent to which these

objectives are being achieved? Is this assessment used for reviewing objectives and revising program activities?

e) secure objective indices of pupil progress and behavioral characteristics to evaluate the adequacy of program objectives and the effectiveness of program activities?

f) make a particularly intensive evaluation of one of its services each year?

g) make identifiable contributions to any specifically cited developments or changes in the school program?

Many of the questions listed above are suggested by the content of this bulletin, and many others could be drawn from this source. They are examples also of relevant evaluative criteria which can be formulated by the superintendent and his staff when careful thought is given to the need for planned evaluation.

The questions are also illustrative of a group of criteria from which items can be drawn for the several evaluative tasks of the administrator; viz; evaluating individual staff members, evaluating a particular service, evaluating selected aspects of the total program, or evaluating the program as a whole.

The emphasis in evaluation should be not so much to rate what has happened as to acquire information that is used for planning for the future – building on strengths and correcting weaknesses; establishing policies and procedures and taking steps that will lead in desirable directions; moving ahead on a firm basis of experience and acceptance by those who are involved or affected.

IV

PREPARATION OF THE ADMINISTRATOR AND STAFF

I. THE PUPIL PERSONNEL ADMINISTRATOR

The preceding chapter has set forth two major dimensions of the role of the pupil personnel administrator: (1) the administrator of one of the major elements in the educational program, and (2) a member of the "administrative cabinet."

This section deals with his preparation from the point of view of each of these dimensions. The presentation gives recognition to those aspects which are essentially common to the preparation of all school administrators but emphasizes important elements which are unique to this particular administrative field. Some of the content of previous parts of this bulletin is repeated here for purposes of emphasizing the relation of the job responsibilities to the preparation of administrators. Both professional study and professional experience are considered as important aspects of preparation.

COMMON ADMINISTRATIVE DUTIES

General administration. As the administrator of one of the major elements in the educational program, the pupil personnel administrator has many responsibilities which are similar in nature to those of other system-wide administrators. For example, he has responsibilities for staff selection and staff evaluation, for leadership in policy formulation and program implementation, for coordination and articulation of a variety of school programs at all levels of public education. Likewise he has budgets to prepare and manage plus administrative routine to supervise.

Policy making. As a member of the "administrative cabinet" he shares with other key administrative personnel the responsibility for planning with the superintendent and the board of education for the coordinated development of a total program of education. He must strive for the progress of his particular area of responsibility within a framework of a balanced approach to education in a complex structure with complex goals. He must be able to see beyond the limits of his own particular field, and concurrently bring to this larger field the particular focus that he has as a pupil personnel administrator.

Implications for preparation. Preparation through professional study for the responsibilities common to key administrators can be part of a core in administrative preparation. This should include a strong background in liberal arts followed by professional courses in educational methodology;

curriculum development; social, philosophical and psychological foundations of education; theory and practice relevant to personnel and management problems in education. Other courses designed to provide an understanding of people as individuals and as members of a social structure as well as an understanding of the educational process and the problems related to effective educational administration – leadership and management – should also be included.

UNIQUE ADMINISTRATIVE EMPHASIS

The aspects of professional preparation more specifically relevant and unique to the administration of pupil personnel services include items such as the following:

Orientation to the pupil personnel disciplines. It is essential that a graduate program of professional preparation for pupil personnel administrators include an intensive orientation to each of the major pupil personnel specialties. This should have as a major objective a knowledge of the general content of professional study required of each pupil personnel specialty, and an understanding of the training and orientation of these staff members. It is a complex task to coordinate the work and the working relationships of a group of interrelated professionals who have had significantly different emphases in their training and professional orientation.

Professional staff administration. This term is used here to refer to staff selection, staff development, staff "supervisory counseling," and staff evaluation, each of which has elements similar to other aspects of school work, but also has elements which require some special emphases in professional preparation.

(1) **Professional staff development.** Preparation for responsibilities in supervision and professional growth should enable the pupil personnel administrator to be a leader with emphasis on motivation of his staff rather than a director with emphasis upon authority. Content should include the nature of a supervisory procedure which deals primarily with helping each staff member to become more professionally effective; the motivating of staff to professional growth through encouragement, considerate suggestions for improvement, recognition of achievement; availability to provide support, direction and decisions; respect for staff members as individuals and as professionals; receptivity to innovations; recognition and acceptance of their strengths and weaknesses. Equally important for the administrator as a goal in professional staff development is the creation and maintenance of an environment in the school and in personal relations which enables staff members to function effectively and encourages them to strive continually for a high level of performance.

Although this is a task which is common to many administrative

positions, it requires unique emphasis in preparation because of the variety of specialized groups involved; the types of pupil, parent and community problems with which the staff must deal; the rapidly growing body of knowledge related to their work; the frequency with which professional knowledge or influence is inadequate to enable them to achieve the desired goals; and the frequency with which problems handled by them present extreme difficulty or frustrations.

(2) **Staff selection.** The task is one of selecting people whose major roles will include working extensively with other persons who are significant adults in the lives of pupils. Thus there is more involved than evaluating a potential staff member in terms of his technical skills in working with pupils.

There is also the problem of balance. Persons educated in the same pupil personnel discipline may have quite different levels of competence in particular job functions, and often the task goes beyond selecting a counselor or a social worker or a psychologist. It is one of selecting an individual whose particular skills are needed as a part of the pupil personnel team.

Program administration. This term is used here to include program planning, program implementation, program evaluation. Professional study should include emphasis on these topics as they apply specifically to pupil personnel services.

(1) **Program planning.** Among the special skills required in program planning are the ability

a) to study the pupil personnel services requirements of the school system in terms of the needs of pupils and of staff for the various types of pupil personnel services

b) to establish priorities for program expansion

c) to identify desirable new emphasis in the work of the pupil personnel staff members

d) to work cooperatively with others in planning program direction and procedures.

(2) **Program implementation.** In addition to general administrative skills, program implementation requires

a) emphasis on techniques required to implement the coordinated team approach among a pupil personnel staff who come from different disciplines, and whose work can at times seem to be overlapping or lacking in a common focus;

b) continuous effort to assure that the pupil personnel staff functions as an integral part of the educational effort,

maintaining effective communication with teachers and administrators, and a program of services which meets their needs as well as the needs of pupils;

c) development of an understanding of the role and significance of the pupil personnel services. This is often difficult for the community to realize. Contact with parents may have been regarding problems which have no simple or immediately satisfying solution. This can lead to negative reactions to the service. Also, the contribution of the pupil personnel services is often less immediately apparent than that of the classroom teacher, especially when the focus is on developmental and preventive approaches rather than on remedial services and problem situations;

d) skill in relating the school services to community services, and achieving the goal of a coordinated school-community approach to the problems of children and their families as they relate to the educational endeavor.

(3) **Program evaluation.** Effective program evaluation is one of the most elusive elements in education. It is especially elusive in pupil personnel services. How does one judge whether the children with whom staff members work have fewer difficulties because of pupil personnel services? How does one judge whether the pupil personnel services, through developmental and preventive approaches, have reduced the severity and number of problem situations? How does one assess the relative contribution of administration, instruction and pupil personnel services in the success of students? Are such comparative assessments desirable or harmful? How does one weigh the factors (often unknown) which are beyond the control of school personnel?

Can there be objective criteria by which one measures the extent to which a particular service or an individual staff member is having a significant impact on the pupils or on the school program? Criteria such as standardized test scores and their relation to school records, drop out rate, pupil discipline cases, teacher, pupil or parent "satisfaction," post high school work or educational records are at best inadequate indicators of program quality. However, only through effective evaluation – assessing the adequacy of present procedures and identifying possible steps to strengthen programs – can pupil personnel services establish the level of effectiveness that is required. Specialized training is necessary for the pupil personnel administrator to use present evaluation techniques and to contribute to the development of improved techniques.

Legal aspects of Pupil Personnel Services. In order to deal effectively with

many kinds of situations within his responsibility, the pupil personnel administrator requires knowledge of laws affecting children and education. This knowledge should include understanding of the interpretation of such laws and their underlying basic concepts. Relevant legislation includes child protection laws, laws governing the education of exceptional children, laws regarding confidential information, libel and slander, and laws concerning health and social services to individuals and families. Preparation in this area through professional courses, workshops or experience should be a part of the background of each pupil personnel administrator.

Research: Techniques, interpretation, implementation. The pupil personnel administrator will be looked to as a consultant as well as a stimulator of research in education. Therefore, it is important that his background in research be more extensive than that required of the general administrator.

He needs an appreciation of the importance of research and an ability to identify and stimulate research which can contribute to the evaluation or improvement of pupil personnel, curriculum and other aspects of education. He will be called upon also to supervise the gathering of many kinds of data concerning pupils and to help interpret the implications of these data.

He may not need to qualify as a research specialist but he should have a knowledge of research techniques sufficient to enable him to coordinate research in local school districts, to assist in the planning of research, to analyze research and evaluate its relevance to specific operations within the school.

Supervised experience. The professional study for a pupil personnel administrator outlined above should be accompanied by carefully planned supervised experience through practicum and internship. These experiences should be in a public school setting and provide for a wide range of increasingly complex and responsible tasks in accordance with the professional growth of the prospective administrator. Direct supervision should be by a well qualified administrator with whom the university maintains a close liaison. The university is responsible for providing guidelines regarding the superivsor's responsibilities and the program of experience to be included for the interns.

Seminars. The practicum and internship should be accompanied by advanced seminars which assist the candidate to integrate theory and practice; to evaluate his experience in terms of his personal and professional growth; to make the transition from working as a practicing specialist to responsibilities as an administrator of several kinds of practicing specialists; to gain insight into possibilities for creative approaches to pupil personnel services and their administration; and to deal with the areas of needed research and "unanswered questions" such as those listed in Chapter V of this bulletin.

Electives. The graduate program should include a focus on the areas in which the candidate's previous professional preparation and experience have enabled him to secure only a very limited background. Each prospective pupil personnel administrator should have acquired, prior to his entry in the training program, certain of the competencies necessary for success in the position. The candidate will have had previous study, certification and experience in at least one of the disciplines in pupil personnel services, but may have a very cursory background in other disciplines; or his prior experience may have been in secondary schools as opposed to elementary schools. He may or may not have had extensive experience with exceptional children. His background in research, sociology and psychology may need strengthening to broaden his perspective and increase his effectiveness in the administration and supervision of pupil personnel services.

Additional professional courses to meet these needs should be provided as a supplement to his previous professional courses and experience.

The degree. The program of professional preparation outlined above, built upon professional preparation in one of the pupil personnel services, should be planned by the university as a program leading to the doctoral degree in pupil personnel administration, or in educational administration with a major in pupil personnel administration.

EXPERIENCE

Pupil personnel work. Experience in public school work as a member of the school staff is an essential part of the professional background of the pupil personnel administrator. It is highly desirable that this experience shall have included work in one of the pupil personnel services. Among the reasons for establishing this recommendation are the following:

(1) Experience in at least one of the pupil personnel fields should provide the prospective administrator with many basic understandings of pupil personnel services and the team approach. The experience of working in a pupil personnel capacity with children, with other pupil personnel staff members, with teachers, and with administrators constitutes an effective means of acquiring basic understandings which would be most difficult to acquire in any other way.

(2) There are many common elements in the preparation of pupil personnel staff which are not present, at least to the same degree, in the preparation of teachers. Thus, unless the future pupil personnel administrator has the professional preparation required for at least one of these disciplines before beginning his program of administrative study it would be necessary for him to have a much more extensive program of specialized preparation in pupil personnel administration.

Teaching. Although it is probably helpful for his experience to have included classroom teaching, a more important element is that his public school experience should have provided him with a meaningful understanding of the teachers' goals, activities and problems as well as an understanding of pupils, both as individuals and as members of a class.

Community agency. Another type of experience which may be helpful, though not regarded as essential, is experience in a community agency or other child service organization. The pupil personnel administrator will have numerous occasions to understand the role and problems of such agencies and to work cooperatively with them. To have experienced professional growth in such a setting should be a desirable "plus" on the record of a pupil personnel administrator.

LEADERSHIP QUALITIES OF THE INDIVIDUAL

There is an element in preparation, or at least in qualification, for administration work which does not fit neatly under professional study or professional experience. Yet, hopefully both professional study and professional experience contribute to its development. This element is the ability to work effectively with people, to have insight into the true nature of problems, to understand both one's own perceptions and the perceptions of others, to adapt to change and to initiate change, to "worship" neither change nor the status quo. It is only when these qualities characterize the work of the pupil personnel administrator, that professional study and experience have made a satisfactory contribution to the personal development of the pupil personnel administrator.

II. THE PUPIL PERSONNEL SERVICES STAFF

The professional preparation of the pupil personnel services staff member as described in this section has two dimensions – the professional preparation which should be common to all in the educational profession and the professional preparation which is unique to the pupil personnel services staff member. This section deals only with the general pupil personnel preparation which should supplement the basic professional preparation within the disciplines provided in accordance with the standards of their respective professional associations.

Elements common to all educators. Each member of the educational staff needs appropriate preparation to help him develop a framework within which to exercise his skills. This should include a recognition that, although influenced by varied factors and forces, the child functions as a whole. A point of view needs to be developed which emphasizes the facilitating of individual student learning and the desirability of experi-

mentation, creative ideas and innovative approaches to achieve this. This should be such that it helps the staff member to understand each person as an individual as well as a member of a group, and to recognize and accept the overall goals of education. Each member of the educational staff needs appropriate professional preparation to develop skills and evaluate his achievement in his particular chosen field.

Elements unique to pupil personnel. The uniqueness of the professional preparation required for a member of pupil personnel services lies more in the area of emphasis than of kind.

(1) **The team approach.** The professional preparation of a pupil personnel staff member should assist him in developing an understanding of the concept, methods and necessity for an interdisciplinary team approach. This requires an appreciation of each discipline's contribution to the team as well as its relation to other disciplines in the school setting, and the recognition that effective interprofessional communication is paramount.

(2) **The educational environment.** It must be recognized by each pupil personnel staff member that the several pupil personnel disciplines existed within a different framework prior to their introduction into the field of education and currently are practiced today both within the field of education and in other settings in our society. Therefore, some of the discipline's specialized objectives and concepts cannot be transferred intact into a new field – the field of education – without modification. This is not so generally true for educational disciplines other than pupil personnel services. Thus there is the necessity for each pupil personnel staff member to recognize that the objectives of his discipline, when in the school setting, must be modified to coincide with the objectives of education. The need for the training program to take this necessity into account is greater than for others in the field of education.

(3) **Loyalties.** For similar reasons, it must be recognized and accepted by each pupil personnel services staff member that there exist multiple loyalties which may be perceived as conflicting loyalties (loyalties to one's discipline versus loyalties to education; loyalties to the individual versus loyalties to the school; loyalties to pupil personnel services versus loyalties to individual school buildings) and that is necessary to reconcile these in the interest of students and education in general.

(4) **Common Core Courses.** To implement the development of this unique framework or point of view, a common core of courses should foster (a) interprofessional communications among disciplines, (b) an understanding and appreciation of the roles of disciplines, (c) a de-

sirable interrelationship among disciplines, and (d) understanding of the objectives, methods and problems of education and of each discipline in the school setting.

Other common core courses which should be an integral part of the required preparation for each discipline include anthropology, psychology and the social sciences, human growth and development, mental health, foundations of American education, the learning processes, overview of pupil personnel services, student assessment and evaluation, statistics, the exceptional child, interview techniques and counseling.

(5) **Pupil personnel practicum and seminars.** The practicum or internship provided for each discipline should include practical experience in utilizing the team approach and case conference techniques in the school setting. It should be developed cooperatively between the universities and the schools to provide the experience and growth necessary to so vital an area.

Objectives of seminars should include creative understanding of pupil personnel problems and thoughtful approaches to education practice. Whenever possible a university should arrange for students in each of the pupil personnel services to meet together in these seminars.

Professional associations. The preceding paragraphs have recommended a philosophy of preparation that will enable each of the specialties with pupil personnel services to utilize their skills in the schools as members of a pupil personnel team and as members of the educational enterprise. Professional associations should be prepared to further this philosophy by providing direction and assistance in developing objectives and procedures, and in evaluating programs and outcomes.

This active concern and involvement of the professional associations can be an important factor in promoting both professional preparation and professional identity which is essential for its members in their educational roles.

V

CHALLENGES AND RESEARCH

In earlier sections of this bulletin, the basis for a program of pupil personnel services as part of the total educational program has been set forth. In order to assure that this program will make the greatest possible contribution to the education of all youth, continual evaluation is essential. It is through evaluation that school personnel will know what changes are necessary as well as what areas to expand. As part of this evaluation, research in a number of particular areas is vital. There is a danger that changes will be made because they seem to be good ideas rather than because of their proven value.

Many areas of concern to all in education have major implications for the pupil personnel services. Some of these are listed below. They relate to professional preparation as well as to program implementation in the schools.

Studying the child. There is a need for improved methods and techniques for understanding of children as individuals and as pupils in the school. If the school is to take adequate account of normal development characteristics of children, much research on common elements of growth is required. If the school is to serve adequately children who have problems in learning and adjustment, there is need for additional skills in diagnosis and for research on the causes and remedial steps which the school can undertake.

Does the curiosity and imagination of pupils diminish as they progress through the school program? Why?

Why do children learn differently and how do we identify these individual learning characteristics so they can be taken into account in teaching?

How do we obtain more meaningful information on significant aspects of learning needs of normal and of exceptional children?

What is the etiology of learning problems?

How can we tell when the school is meeting the needs of children?

Changing times. Some of the problems of today's youth are different from those of a few years ago and we can assume that the problems of youth a decade from now will differ from present problems. These are problems caused by changing populations, the changing occupational world, the changing values of society and its implications for youth and adults, the changing goals of the nation, the degree of commitment asked of people, the political and economic forces that affect our lives, and the changing technology.

Does the present training of pupil personnel workers prepare them to help youth meet new problems as they arise?

What are other implications of the dynamic nature of our society for the preparation, role and techniques of pupil personnel workers?

As the demands of society change, school programs have to be adjusted to meet the ever changing needs of youth. The problem is not only one of need for change but the determination of the direction of this change.

How can the pupil personnel worker serve most effectively in determining needed changes and their direction?

What should be his relationship with other school personnel in this function?

Preventive approaches. The importance of developmental and preventive aspects of pupil personnel services is recognized, but techniques for assuring their effectiveness are less well understood.

How can these aspects of pupil personnel be made more effective?

What are appropriate techniques?

How does one identify the groups with which to work and the types of early help they need?

Can potential learning problems be detected at an early age?

Differential approaches. The problems of males in school differ in a number of areas from those of females. There are differences between boys and girls in their rate of development. There are differences in the intensity and types of problems which they have in school. The curriculum often appears to be more appropriate for girls than for boys.

How can pupil personnel services contribute to an educational effort to provide such differential approaches as may be needed for boys and girls?

There are many other differences among pupils: the achiever vs. the underachiever; the advantaged vs. the disadvantaged; the college-bound vs. the terminal student; the discouraged vs. the persistent; the child with handicaps vs. the child with exceptional talents; the school age vs. the preschool age child.

What differential approaches in pupil personnel are needed for these pupils?

What differential approaches are needed to meet individual differences within any broad classification of pupils such as those indicated above?

What are effective ways for pupil personnel workers to deal with the problems of disadvantaged and minority groups?

How can professional staff from one culture learn to understand and help children from other culture?

There are differences in techniques and focus. There are emphases upon

working with parents or with teachers. There are emphases upon group counseling and on utilizing the "groups" to which pupils belong to achieve pupil growth.

What is an efficient and economical distribution of time among each of these alternatives?

Which are more effective in releasing the child's potential for self-actualization and growth?

What are the identifying characteristics of children or of problem situations which are more responsive to one or another of these alternatives?

Are there other and better alternatives?

Should the pupil personnel staff be devoting greater attention to modifying the structure within which children live and learn, and to strategies for overcoming or "escaping" from the adverse consequences of this structure? How? To what extent does the pupil personnel worker move beyond the school in this attack?

Social problems. The school is being asked to assume a continually greater role in the solution of social problems. At the same time there is overlapping of federal and state programs by community agencies and the school. In addition, questions are being raised about the right of school personnel to gather and use information about students. Problems arise in defining how much a pupil personnel worker should intervene in the lives of others.

How does the role of the pupil personnel worker differ from that of the parent and from that of agencies outside the school?

How can he participate in marshalling effective community participation in meeting social problems?

Specialists vs. generalists. Although each of the disciplines within the pupil personnel services is distinctive, there are many similarities. Proposals have been made for more broadly trained personnel, for more highly specialized training and for new types of specialties.

How distinctive will the future role of each of the services be?

Is there a need for a generalist as well as the various specialists?

What is the meaning of this in terms of future training of pupil personnel workers?

What would be the effect on the functions of specialists and on the team approach?

Para-professionals. The use of para-professionals carrying on functions formerly assumed by professionals is increasing in education as well as in industry.

What role, if any, can be played by support personnel such as aides and technicians in performing some of the duties now assigned to professional pupil personnel workers?

What are the advantages and disadvantages to the student?
What precautions are necessary to assure that students benefit and that inherent dangers are avoided?

Changes in school organization. School organization has been changed a number of times over the years and there is a wide variety of school organizational patterns throughout the nation. Significant changes in curriculum and teaching techniques are increasingly evident.

What are the implications of these changes for the pupil personnel services?
What modifications in the organizational pattern of the pupil personnel services should accompany changes in school organization?

Technological advances. Rapid technological development has influenced all phases of society. Many phases of the new technology are being adapted for school programs. The use of computers has stimulated the growth of knowledge and made this new knowledge more readily available.

What part should the new technology play in the development of programs within the pupil personnel services?
What effect will computers and other new educational media techniques have on instruction and counseling?
How can closed circuit TV be used in pupil personnel services?

Evaluation. It is important to emphasize the need for the development of procedures and criteria for all aspects of evaluation of the pupil personnel services. Only as this occurs can significant contributions be made to the development of an effective on-going program of pupil personnel services. The task of developing meaningful criteria has been particularly frustrating in the area of pupil personnel services. Research is needed to establish these criteria and to devise evaluative techniques. In addition, pupil personnel services should address itself to a systems analysis or cost effectiveness approach.

How can staff time and energy be most effectively directed?
What constitutes valid criteria for the evaluation of pupil personnel staff and programs?
How can reliable measures of these criteria be obtained?

The challenges to education and to pupil personnel services in particular which are evident in the questions raised in this section provide testimony of progress which has been made as well as tasks for the future. The realization that problems exist – that we aren't so sure we have the answers – is the first step toward their solution. The pupil personnel profession will have a significant role in the experience and research which should provide and knowledge and procedures necessary for progress.

ADDENDUM

IRCOPPS CONCENSUS POINTS

The Interprofessional Research Commission on Pupil Personnel Services has developed fourteen "consensus points" which are relevant to future direction and emphasis in pupil personnel services. Although these "points" were not available at the time this **NAPPA Position Statement** was written, they have been added here in the belief that, as a set of independently developed recommendations, they will give additional meaning to the content of this bulletin. They are the product of the IRCOPPS "Patterns of Excellence" study and will constitute the basis for a section entitled "IRCOPPS Speaks Out" in a projected IRCOPPS publication. They are reproduced here with the permission of IRCOPPS director, Dr. Donald Ferguson.

Although the term "consensus" may be somewhat premature, they do represent the thinking of many leaders in pupil personnel work and merit careful consideration by every pupil personnel administrator and his staff. The reader will note that several of these "points" have received emphasis in this bulletin as NAPPA recommendations for action or as suggested areas of research.

1. Pupil Services must expand beyond the present problem centered emphasis and intensify their efforts in problem prevention, research, and the application of findings to school programs.
2. Facilitating classroom efforts to educate children is one function of pupil services but these specialists must be seen also as builders of positive mental health. They must be teachers of self development, human relations attitudes and skills.
3. The organizational structure of pupil services should focus on functions not disciplines. What educational tasks require the expertise of health specialists, social workers, psychologist, counselors? This is the question that should set the direction for pupil services, not "What role should the different specialists play."
4. In order to best serve children, pupil services must serve parents and teachers to a greater degree than it has. In the past, pupil services has tended to give more attention to administrators' needs for order and categorization and to direct service to students.
5. Flexible staffing that used the para-professional to free the professional, allowing for advancement when qualifications are met, and flexibility in placement of specialists according to

levels and kinds of competence, permits economy, ease, and success of operation in pupil services.

6. Specialists must not be limited by traditional roles, such as psychologists to testing, nurse to health room, social worker to home-community liaison. These tasks may be performed by others with less training. Some are no longer vital services and there are new jobs requiring the attention of pupil personnel services specialists.
7. Pupil services must expand their partnership with community agencies, not only in assistance and advice with individual children, but for in-service work.
8. Staff development and inservice education should be on a planned systematic basis with university work not always tied to advanced degree but to upgrading the practitioner.
9. Although IRCOPPS recognizes the difficulty in measuring some services, evaluation is an important spur to improving services. Preventive activities are more difficult to measure than remediation but new methods of evaluation in the pupil field must continue to be sought.
10. Pupil services should be building based where the teacher and child are, school or neighborhood centered, except for those persons acting in an advisory and administrative capacity. These latter people are appropriately located in a central office.
11. Legislation, regulation and supervision should not prevent innovating attempts to improve, provided innovations are subjected to systematic research and evaluation.
12. Pupil services needs to be a separate division or department within the school system. Its organization must allow for change and growth while merging smoothly with the total system, for nurturing the best qualities of its leader and all personnel.
13. The various disciplines are at their best when their services are merged in a team approach to problems and programs.
14. Time set aside for planning, evaluation and increasing the staff's competency is necessary to a good pupil services program.